

/Aba/ or /ada/, that is the question

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providing details and we will investigate your claim.

1. Text-based recalibration engages brain areas involved in reading and audio-visual integration of speech and text and can be used to investigate letter-speech sound mapping in readers with and without dyslexia.
2. Reading-related differences in cortical activation can underlie comparable behavioural performance in dyslexic and typical readers.
3. Developmental changes in brain activation during the first years of reading acquisition are non-linear and follow an inverted-u trajectory.
4. Longitudinal research accounts for inter-individual differences between participants and participant groups providing an opportunity to clarify mixed and often contradictory findings of cross-sectional research.
5. Reading is an evolutionary novel skill that engages brain areas involved in auditory and visual perception.
6. Successful reading acquisition relies on cortical plasticity mechanisms that reorganize the interactions between auditory and visual cortices to map letters onto speech sounds and accommodate text processing.
7. Dyslexia is neurodevelopmental in nature and manifests as difficulties in fluent reading in childhood that persist into adulthood.
8. Better understanding of the associations between reading performance and brain activation across the reading spectrum can help guide education and remediation policies and is informative for readers with dyslexia and their families.
9. “The importance, perspective and connections between events sometimes fluctuate. [...] Still, here I want to do my utmost as far as I can to set down a systematic, logical account.”
— H. Murakami